

Textbook Alignment to the Utah Core –Dance 3B

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No _____*

Name of Company and Individual Conducting Alignment: _____

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Dance 3B Core Curriculum

Title: _____ **ISBN#:** _____

Publisher: _____

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: _____%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: (Technique): *Students will demonstrate technical proficiency and knowledge of the body.*

Percentage of coverage in the *student and teacher edition* for Standard I: _____%

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: _____%

OBJECTIVES & INDICATORS

Coverage in Student Edition(SE) and Teacher Edition (TE) (pg #'s, etc.)

Coverage in Ancillary Material (titles, pg #'s, etc.)

Not covered in TE, SE or ancillaries ✓

Objective A: Value dance as contributing to healthy human development.				
•	Develop knowledge of the body through fundamental conditioning; i.e., strength, endurance, flexibility, coordination, and agility.			
•	Implement an individual conditioning program.			
•	Identify classifications of dance injuries such as acute (sudden onset) vs. chronic (gradual onset or recurring).			
•	Analyze possible causes of such injuries; e.g. overuse, improper technique, inadequate warm-up, unsound movement choices.			
•	Document technical progress on videotape and in writing.			
Objective B: Develop knowledge and skills of axial movements and basic locomotor steps.				
•	Perform complex sequences integrated with demonstrating locomotor movement and dynamic alignment and dynamic balance; articulation of the spine, integration of the spine with the periphery, articulation of peripheral body parts promoting mobility and stability, use of breath to integrate movements, movement initiation from the center of the body, and movement connectivity.			
•	Perform complex variations of locomotor and combination steps which incorporate spatial and rhythmical challenges.			
•	Create and perform student-directed locomotor combinations which also incorporate axial movements.			
Objective C: Develop an awareness of performing techniques.				
•	Demonstrate basic concepts of performing techniques with increased nuance; i.e., kinesthetic awareness, concentration/focus, fluidity in movement transitions, clarity of rhythmic acuity, spatial intent, full exploration of energy fluctuation, and link of inner intent to outer expression.			
•	Refine performing techniques through self-evaluation and Correction.			
•	Identify the mastery of performing techniques in self and another.			
STANDARD II: (Elements of Dance): Students will demonstrate knowledge and skills in the elements of dance.				

Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Develop knowledge and skills in space.				
•	Exhibit advanced level skills in performing movement in and through space.			
•	Demonstrate graining (body focus).			
•	Perform sequences and/or improvisations based on spatial volumes.			
•	Demonstrate layers of space.			
•	Exhibit advanced level skills in creating and performing shape studies and improvisations.			
Objective B: Develop knowledge and skills in time.				
•	Demonstrate advanced level skills in tempo.			
•	Demonstrate breath rhythm (non-metric).			
•	Perform syncopation.			
•	Demonstrate resultant rhythm.			
Objective C: Develop knowledge and skills in energy and motion.				
•	Perform the seven basic qualities of motion with contrast and nuance.			
•	Recognize energy as it relates to choreography.			
•	Explore how energy affects movement.			
•	Create and perform with clarity a solo based on a quality of			

	energy.			
STANDARD III: (Creative/Choreographic Processes): Students will understand choreographic principles, processes, and structures.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective A: Improvise within a structure.				
•	Create a structure through gestalt.			
•	Identify through videotape the gestalt in an improvisation.			
Objective B: Demonstrate choreographic principles, processes, and structure.				
•	Create and perform a dance study using unison and echo form.			
•	Create a dance in montage, fugue, or antiphonal form.			
•	Create a theme and develop variations from compositional principles previously studied.			
•	Evaluate the choreographic structures and discuss possibilities, options, and development.			
Objective C: Demonstrate performance and choreographic skills.				
•	Perform repertory accurately as to style, form, nuance, and technique.			
•	Direct a short section of a repertory piece.			
•	Experience working with a guest, faculty, or student choreographer.			
•	Use a chance method as a solution for finding fresh, creative movement.			
•	Demonstrate further development and refinement of proficient skills to create small group dance with coherence and aesthetic			

unity.			
STANDARD IV: (Meaning): Students will gain an understanding of dance as a means to create and communicate meaning.			
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %	Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		
OBJECTIVES & INDICATORS	<i>Coverage in Student Edition (SE) and Teacher Edition (TE) (pg #'s, etc.)</i>	<i>Coverage in Ancillary Material (titles, pg #'s, etc.)</i>	<i>Not covered in TE, SE or ancillaries ✓</i>
Objective A: Develop knowledge and skills in the creative process of abstraction.			
<ul style="list-style-type: none"> Describe the process of abstraction. 			
<ul style="list-style-type: none"> Create a movement phrase developed from a gesture, pedestrian movement, visual image, emotion, or statement, using the process of abstraction. 			
<ul style="list-style-type: none"> Analyze how abstraction was used to create or communicate meaning in a recorded or live performance work. 			
Objective B: Demonstrate how dance communicates meaning.			
<ul style="list-style-type: none"> Analyze how dance conveys meaning by considering a work from a variety of perspectives. 			
<ul style="list-style-type: none"> Compare and contrast how meaning is communicated in two compositions or choreographic works. 			
<ul style="list-style-type: none"> Demonstrate how the compositional principles may affect what a dance communicates. 			
<ul style="list-style-type: none"> Explore the most effective way to develop an idea through movement using the compositional principles and dance elements studied. 			
<ul style="list-style-type: none"> Choreograph a dance that successfully communicates a topic of personal significance or a contemporary social theme. 			
<ul style="list-style-type: none"> Compare art forms and evaluate their effectiveness in communicating a story or idea. 			
<ul style="list-style-type: none"> Create an interdisciplinary project based on dance and another art form. 			
Objective C: Identify the various purposes served by dance throughout time and in world cultures.			

•	Identify the purpose of movement ritual as self-expression – individually and in groups.			
•	Identify and describe the purpose and function of movement ritual in own community, present and past.			
•	Explore similarities and differences among dance forms of other cultures.			
•	Explore similarities and differences between two dance periods.			
Objective D: Demonstrate aesthetic perception.				
•	Respond to improvisational and compositional experiences with new solutions.			
•	Revise a composition using principles, concepts, and elements of dance.			
•	Formulate and answer questions based on aesthetic criteria.			
•	Compare aesthetic criteria in dance and other art forms.			
•	Create a dance portfolio of representative work.			